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ABSTRACT

An integrated language perspective on teaching in the elementary school is outlined in this book. The text provides the theory on which the perspective is based and provides many examples of how it may be translated into practice. Chapter one provides the general principles of the integrated language perspective. Chapter two describes the characteristics of children and teachers in the integrated language classroom. Chapter three shows how to plan thematic units, while chapter four demonstrates how to implement these units by presenting eight prototypes in action at various grade levels and school settings. Chapter five provides a model of written genres and explains more about the reading and writing processes. Chapter six covers a range of "kid watching" procedures and techniques. Chapter seven goes into more detail about how to integrate language across various curricular areas. Chapter eight discusses in much greater detail many of the activities and routines mentioned in earlier chapters. Chapter nine deals with evaluation and accountability, while chapter ten provides suggestions for changing present programs in elementary schools along the integrated language perspective. (RS)

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